



Research Article

Received: 08 Mey 2024, Revised: 25 August 2024, Accepted : 26 August 2024, Published: 27 August 2024

Evaluation of the Program for Strengthening the Profile of Pancasila Students from the CIPP Model Perspective

Dewi Rahayu Ningsih, Syaiful Bakhri ¹

¹ Universitas Islam Negeri Walisongo, Semarang, Indonesia

ABSTRACT:

This research aims to determine the results of evaluating the context, input, process, output of the project program to strengthen the profile of Pancasila students at Nasima Middle School, Semarang. Nasima Junior High School in the implementation of P5 (Pancasila Student Profile Strengthening Project) is not escorted even though the driving school should be escorted by the government. The escort is not sustainable, and only given material. Furthermore, everything related to implementation is determined by the school. Because Basically, the independent curriculum is very depends on the characteristics of the education unit according to different characters. Well, the curriculum at that time accommodates that character. Including in determining the project of strengthening the student profile of Pancasila. In this research, the method used is descriptive qualitative. Using interview, observation and documentation data collection techniques. The data obtained was analyzed by data reduction, data presentation and drawing conclusions. Test the validity of the data using triangulation of sources and methods. The results of the research show that: 1) The results of the evaluation of the program context for the project to strengthen the profile of Pancasila students have been running, it can be seen from how three projects were prepared for one year, 2) The results of the evaluation of the program input for the project to strengthen the profile of Pancasila students have been running, it can be seen from the competence of the educators, 3) The results of the process evaluation regarding obstacles in the implementation of the project program to strengthen the profile of Pancasila students are already underway, which can be seen from the implementation of three projects, 4) The results of the product evaluation regarding the continuation of the project program to strengthen the profile of Pancasila students are already underway with a graphic increase in the results of student achievement. It is recommended that the program be continued with some improvements in terms of budget, activity management, and long-term oriented products. And for the government, the driving schools should also be escorted in the implementation of P5.

Keywords: Evaluation, Program for Strengthening the Profile of Pancasila Students, CIPP Model Perspective.

ABSTRAK:

Penelitian ini bertujuan untuk mengetahui hasil evaluasi konteks, input, proses, output program proyek penguatan profil pelajar pancasila di SMP Nasima Semarang. SMP Nasima dalam pelaksanaan P5 (Proyek Penguatan Profil Pelajar Pancasila) tidak dikawal padahal seharusnya sekolah penggerak harus dikawal oleh pemerintah. Pengawasan tersebut tidak berkelanjutan, dan hanya diberikan materi saja. Selanjutnya segala sesuatu yang berkaitan dengan pelaksanaan ditentukan oleh sekolah. Karena pada dasarnya kurikulum mandiri itu sangat tergantung pada karakteristik satuan pendidikan sesuai dengan karakter yang berbeda-beda. Nah, kurikulum saat itu mengakomodir karakter tersebut. Termasuk dalam menentukan proyek penguatan profil pelajar pancasila. Dalam penelitian ini, metode yang digunakan adalah deskriptif kualitatif. Dengan menggunakan teknik pengumpulan data wawancara, observasi dan dokumentasi. Data yang diperoleh dianalisis dengan reduksi data, penyajian data dan penarikan kesimpulan. Uji keabsahan data menggunakan triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa: 1) Hasil evaluasi konteks program untuk proyek penguatan profil mahasiswa Pancasila telah berjalan, hal ini dapat dilihat dari bagaimana tiga proyek dipersiapkan untuk satu tahun, 2) Hasil evaluasi input program untuk proyek penguatan profil mahasiswa Pancasila telah berjalan, hal ini dapat dilihat dari kompetensi para pendidik, 3) Hasil evaluasi proses mengenai hambatan dalam pelaksanaan program proyek penguatan profil mahasiswa Pancasila sudah berjalan, dapat dilihat dari pelaksanaan tiga proyek, 4) Hasil evaluasi produk mengenai kelanjutan program proyek penguatan profil mahasiswa Pancasila sudah berjalan dengan adanya grafik peningkatan hasil prestasi mahasiswa. Disarankan agar program ini dilanjutkan dengan beberapa perbaikan dari segi anggaran, manajemen kegiatan, dan produk yang berorientasi jangka panjang. Dan untuk pemerintah, sekolah-sekolah penggerak juga harus dikawal dalam pelaksanaan P5.

Kata kunci: Evaluasi, Program Penguatan Profil Mahasiswa Pancasila, Perspektif Model CIPP.

*Corresponding Author,

Email address., rahayuninghdewi1@gmail.com (Dewi Rahayu Ningsih)

INTRODUCTION

The ever-changing curriculum means that the government must always develop the quality of education to realize education goals in Indonesia. Many programs have been implemented by the government so that the goals of education can be achieved in accordance with what is expected ¹. Not only now, Indonesian education will continue to experience changes from globalization in every era. As time goes by, existing technology also becomes more sophisticated.

Digital change not only changes the learning model, but also the strategies and methods used are the result of these changes. This change is a challenge that is not easy for educators. Apart from being able to teach in class and understand the material, educators must also be updated on changes such as learning methods, learning media, and also help students to become intelligent Generation Z, able to communicate, collaborate and resolve differences of opinion or conflict so that they can hone their independent abilities. students ².

There have been many new achievements and breakthroughs from changes in education in Indonesia, one of which is the curriculum. Curriculum is a directed, sustainable and planned course of education in Indonesia. Our country always uses many methods to design the curriculum well so that it seems attractive in accordance with the increasingly sophisticated technology used from time to time. Until our current curriculum is the Independent Learning Curriculum which was designed by the Ministry of Education and Culture. In this independent learning

¹ Sulastris Sulastris et al., "Penguatan pendidikan karakter melalui profil pelajar pancasila bagi guru di sekolah dasar," *JRTI (Jurnal Riset Tindakan Indonesia)* 7, no. 3 (2022): 413–20, <https://doi.org/10.29210/30032075000>.

² Rizky Satria et al., "Projek Penguatan Profil Pelajar Pancasila," *PANDUAN PENGEMBANGAN Projek Penguatan Profil Pelajar Pancasila*, 2022, 137.

curriculum, learning is driven towards character formation, namely the Pancasila student profile³.

The independent curriculum currently being implemented means students are given a project after the educator explains the material to be worked on. Not a few parents of students are overwhelmed because they have to teach their children, the higher the level of education, the more difficult the material becomes. In fact, having a project that students have to work on will help build students' critical reasoning and provide breadth of thinking in facing and solving problems⁴.

Efforts to improve students' character must also be balanced by using learning strategies that are able to help students develop the values of the Pancasila student profile. Creativity and new strategic ideas can help create superior and high-achieving schools. Because basically, educational institutions have a role and responsibility to instill the character of students through the learning process. Basically, all individuals are people who will stop if they are no longer interested in learning new things. From there, the ability to cultivate curiosity and find satisfaction when discovering new things is one of the many positive cultures that must be developed in the educational environment in Indonesia. Not only curiosity and satisfaction, mutual cooperation and providing encouragement to each other can also foster a positive culture in the educational environment⁵.

In line with this, in Indonesia there has been a decline in the character values of students. Therefore, there is a need for educators who truly understand character education in order to realize the success of education in Indonesia. So that educators are

³ Sigit Priatmiko Wiku Aji Sugiri, "Perspektif Asesmen Autentik sebagai Alat Evaluasi dalam Merdeka Belajar," *Jurnal At-Thulab* 4, no. 1 (2020): 54.

⁴ Wanapri Pangaribuan Yohanes Kefi, Yuniarto Mujisustyo, Isli Iriani Inda Pane, "Kemampuan Manajerial Sekolah dalam Implementasi Pembelajaran Berbasis Proyek untuk Penguatan Profil Pelajar Pancasila," *Jurnal Pendidikan dan Konseling (JPDK)* 4 (2022): 2556–60.

⁵ Sulastri et al., "Penguatan pendidikan karakter melalui profil pelajar pancasila bagi guru di sekolah dasar."

expected to be able to design project-based learning for students who are able to become companions, resource persons, consultants and facilitators for students ⁶. The curriculum is a forum for developing one's potential in forming an independent person and able to accommodate social change and scientific developments.

In connection with the existence of this Pancasila learner profile, students in Indonesia are expected to have to become democratic citizens and become productive human beings. Productive human beings. Students in Indonesia are expected to participate in assisting the sustainable development of the country. Sustainable development of the country. As excellent citizens, they must also be resilient in facing various challenges in this technological era ⁷.

News published on the Semarang City Education Department website states that the city of Semarang is one of the targets of the driving school program which is fully appreciated and supported by the Mayor of Semarang. Starting from PAUD (Early Childhood Education), SD (Primary School), SMP (Junior Middle School), and SMA (High School). The total number of driving schools in Semarang is 83 schools, with details of 33 schools at PAUD (Early Childhood Education) level, 29 elementary school (Primary School), 14 SMP (Junior Middle School) level schools, and 7 schools at SMA (Secondary School) level. On). Among several driving schools in the city of Semarang, SMP Nasima is one of the driving schools in Semarang, and its vision is in line with the goals of the Pancasila student profile ⁸.

Nasima Middle School is also a private school under the leadership of a foundation that can compete with other schools, namely having many achievements achieved by students from Nasima Middle School with a total of 199 achievements. Among the Islamic-based schools in the city of Semarang, Nasima Middle

⁶ Sulastrri et al.

⁷ Satria et al., "Projek Penguatan Profil Pelajar Pancasila."

⁸ "<https://psp-web.pauddikdasmen.kemdikbud.go.id/#/implementasi-ppsp>," n.d.

School is also the Islamic Middle School with the most superior achievements. This is one of the reasons the author is interested in conducting research. Details of the number of achievements obtained by Islamic Middle Schools in the city of Semarang and Nasima Middle School include the following:

Table 1. Achievements of Semarang City Islamic Middle School

| School | Student achievement | | | | | Total |
|------------------------------------|---------------------|------|-------|------|--------|-------|
| | District | City | Prov. | Nas. | Inter. | |
| Mumammadiyah Middle School 3 | 0 | 23 | 2 | 1 | 0 | 26 |
| Hasanuddin Middle School 10 | 10 | 25 | 9 | 2 | 0 | 46 |
| Mother's Hope IT Middle School | 0 | 39 | 15 | 2 | 2 | 58 |
| SMP IT Bina Amal | 2 | 49 | 5 | 5 | 4 | 65 |
| Al-Madina Islamic Middle School | 4 | 54 | 9 | 3 | 0 | 70 |
| Hidayatullah Islamic Middle School | 0 | 16 | 14 | 37 | 14 | 81 |
| Al-Azhar Islamic Middle School 14 | 5 | 68 | 13 | 20 | 4 | 110 |
| Al-Azhar Islamic Middle School 23 | 3 | 72 | 7 | 32 | 3 | 117 |
| Al-Azhar Islamic Middle School 29 | 1 | 33 | 4 | 110 | 2 | 150 |
| Nasima Middle School | 0 | 117 | 40 | 21 | 21 | 199 |

The independent curriculum learning process at driving schools refers to the profile of Pancasila students whose aim is to produce graduates who are competent and uphold character values. There are three forms of independent curriculum structure, namely intracurricular activities, projects to strengthen the profile of Pancasila students, and extracurricular activities. One of the project point curriculum structures is strengthening the profile of Pancasila students⁹.

The Pancasila student profile is a graduate profile for students who are expected to be able to demonstrate the character

⁹ Zakiyatul Nisa, "IMPLEMENTASI KETERAMPILAN PEMBELAJARAN ABAD 21 BERORIENTASI KURIKULUM MERDEKA PADA PEMBELAJARAN PROJEK PENGUATAN PROFIL PELAJAR PANCASILA DI SMP AI-FALAH DELTASARI SIDOARJO," 2022, 126.

of the millennial generation who have Pancasila characteristics. The aim of this Pancasila student profile is to strengthen graduates who are in line with the noble values of Pancasila. And the implementation of the Pancasila student profile values can be included in extracurricular activities, namely in learning, and activities to strengthen Pancasila student projects. This project to strengthen the Pancasila student profile is project-based learning to realize the Pancasila student profile. Through these activities, the school determines the theme that will be used according to the school's needs. The application starts from habits or practice-based learning activities that contain the values of the Pancasila student profile ¹⁰.

There are six interrelated dimensions in the Pancasila student profile in an effort to realize the Pancasila student profile, ¹¹, namely have faith, be devoted to god almighty and have noble character, global diversity, mutual cooperation, independent, critical reasoning, creative.



Figure 1. Dimensions of the Pancasila Student Profile

¹⁰ Irvan Mustafa Israwati Amir, Nursalam, "Tantangan Implementasi Nilai-Nilai Profil Pelajar Pancasila dalam Pembelajaran Bahasa Indonesia pada Kurikulum Merdeka Belajar," 2022, 204–15, <https://doi.org/10.19105/ghancaran.vi.7587>.

¹¹ Sumargono Dimas Aditia, Soni Ariatama, Emi Mardiana, "Pancala APP (Pancasila's Character Profile): Sebagai Inovasi Mendukung Merdeka Belajar Selama Masa Pandemi" 13, no. 02 (2021): 91–108.

Research by ¹² shows the results that the concept of independent learning is a problem solver for the education system in Indonesia. The concept is different from the concept of education where previously teaching and learning activities were focused in the classroom, so that students were more active in exploring information. The implementation of the Pancasila student profile is less than optimal due to time constraints, educators' lack of knowledge of technology, and students' lack of attention to the subject. And the implications are in the resilience of students, namely maintaining the noble values and morals of the nation, being ready to become world citizens, realizing social justice, and achieving 21st century competence.

Research by ¹³ shows that there are several challenges faced by teachers in the process of implementing the values of the Pancasila student profile. One of these challenges is students' low interest in learning. Lack of support from students' parents is also a challenge. Even though the role of parents here has a very important role at home as a place to learn and develop students' enthusiasm for learning at school. The parental supervision factor is also lacking, making it a challenge to implement the values of the Pancasila student profile, namely creativity and mutual cooperation.

Based on data through interviews with the principal of Nasima Middle School, Semarang, Nasima Middle School is one of the driving schools in the city of Semarang which also uses the independent curriculum. Nasima Middle School is fully regulated by the Ministry of Education and Culture and is accompanied by the independent curriculum policy. One of the characteristics that differentiates the independent curriculum from the 2013

¹² Ashabul Kahfi, "Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah," *DIRASAH: Jurnal Pemikiran dan Pendidikan Dasar Islam* 5 (2) (2022): 138-151.

¹³ Israwati Amir, Nursalam, "Tantangan Implementasi Nilai-Nilai Profil Pelajar Pancasila dalam Pembelajaran Bahasa Indonesia pada Kurikulum Merdeka Belajar."

curriculum is the project to strengthen the Pancasila student profile or actually the Pancasila student profile and is included in P5 (Strengthening the Pancasila Student Profile Project) to strengthen it. While private schools have a lot of freedom to regulate all matters regarding policy, state schools are different from state schools where policies are standard.

Nasima Middle School has carried out two projects. The school is the driving force in implementing the Strengthening Pancasila Student Profile Project for at least four projects for one year. Meanwhile, in the even semester, Nasima Middle School finally decided on a project after evaluating two projects carried out in the first semester. Nasima Middle School in implementing P5 (Strengthening Pancasila Student Profile Project) was not supervised even though the driving school should have been supervised by the government. The supervision was not continuous, and was only given material. Furthermore, everything related to implementation is determined by the school. Because basically the independent curriculum really depends on the characteristics of educational units according to different characters. Well, the curriculum at that time accommodated that character. This includes determining projects to strengthen the profile of Pancasila students.

The government's aim with an independent curriculum is very noble. Encourage students to strengthen their character. However, homework (homework) is difficult for teachers because being smart alone is not enough to make students confident, responsible, and make efforts that make students improve their quality. However, the government only provides materials so that educators are overwhelmed in preparing the administration starting from making designs, themes, event rundowns, to assessments and grading.

Based on the description in the background of the problem, researchers will examine more deeply how the project evaluation strengthening the profile of Pancasila students at Nasima Junior

High School with a perspective of the context, input, process, and product models at SMP Nasima Semarang. Nasima Semarang. And the purpose of this paper is to describe the evaluation of the project to strengthen the student profile of Pancasila student profile strengthening project with the perspective of the context, input, process, and product models at SMP Nasima Semarang. products at Nasima Junior High School Semarang.

METHODS

This research uses descriptive qualitative research methods. The data sources in this research are divided into two, namely primary and secondary data sources¹⁴. Primary data in this research are the results of observations and interviews from various parties, such as the school principal, head of curriculum, or educators at Nasima Middle School. Meanwhile, secondary data in this research are documents, archives, vision and mission, history of its founding, photos and videos from the implementation of project activities to strengthen the profile of Pancasila students at Nasima Middle School, Semarang. The data collection techniques that researchers use are observation, interviews and documentation¹⁵. In this research, the process used to test the validity of the data uses 2 types of data triangulation, namely source triangulation and method triangulation. The data analysis technique used by researchers in this research is qualitative data analysis by data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

3.1. Evaluation of the Context of the Project for Strengthening the Profile of Pancasila Students at Nasima Middle School, Semarang

3.1.1. Objective

¹⁴ Prof. Dr. Sugiyono, *Cara Mudah Menyusun Skripsi Tesis dan Disertasi*, ed. oleh MT. Apri Nuryanto, S.Pd, ST. (Bandung: alfabeta, 2020).

¹⁵ Farida Nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*, vol. 1, 2014.

According to Eni Susilowati (2021: 155), “character cultivation and the habit of doing good are instilled in order to make children do what they like spontaneously, of course with the values embedded, especially the Pancasila student profile”.¹⁶ This theory was confirmed by Mohamad Rifqi (2022), Character education is very important to implement in the world of education because it forms a moral national character which is one of the goals of the national education system. This means that the Pancasila student profile contains competencies in achieving competency standards for graduates at each level of education in terms of character development according to Pancasila values.¹⁷

From the results of research in the field, it is stated that the aim of this project program to strengthen the profile of Pancasila students is to develop interesting learning whose results are that students have good character according to the five values in the profile of Pancasila students. Based on several of these theories, the aim of the project to strengthen the Pancasila student profile at Nasima Semarang Middle School is to create contextual learning in achieving the Pancasila student profile whose output prioritizes student character that matches the Pancasila student profile.

There are alternative options as recommendations from researchers regarding the aim of the project to strengthen the profile of Pancasila students, namely:

1. Hold regular meetings with all educators so they can study this independent curriculum.
2. Harmonize the program objectives of the long-term Pancasila student profile strengthening project.

¹⁶ (Susilawati & Sarifuddin, 2021)

¹⁷ Mohamad Rifqi Hamzah et al., “Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik,” *Jurnal Jendela Pendidikan* 2, no. 04 (2022): 553–59, <https://doi.org/10.57008/jjp.v2i04.309>.

3.1.2. Preparation and Planning

According to Dayanti Erni (2023), the planning stage for the project to strengthen the profile of Pancasila students is readiness, conditions and characteristics of the school or madrasa, time allocation, responsible team and facilitators, controlling and providing assistance to students, choosing themes and topics, and creating project modules appropriate to the environment and students' needs.¹⁸ The formation of the responsible and facilitator team is also in accordance with the project development guidelines for strengthening the profile of Pancasila students issued by the Ministry of Education, Culture, Research and Technology, where the facilitator team consists of a number of educators whose role is to plan, carry out, and evaluate this project and the amount can be adjusted to the conditions and needs of the educational unit.¹⁹

From the results of research in the field, it is stated that the program planning for the project to strengthen the profile of Pancasila students is adjusting the theme, human resources, strategy, implementation, and report and evaluation of the project to strengthen the profile of Pancasila students. Based on several of these theories, the planning for the project to strengthen the profile of Pancasila students at Nasima Middle School, Semarang, is an analysis of the needs of the educational unit, time, human resources such as committees and facilitator teams, strategies carried out, implementation of activities and reports and project evaluation.

There are alternative options as recommendations from researchers regarding the preparation and planning of projects to strengthen the profile of Pancasila students, namely:

1. Create a list of project schedules for strengthening the profile of Pancasila students in the academic calendar to make it easier to find out the activity schedule.

¹⁸ (Cahyaningrum & Diana, 2023)

¹⁹ Anindito Aditomo, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*, 2022.

2. Adapting the program to the capabilities of educators, science and technology, and community developments.

3.1.3. Need

According to Sri Yulastuti (2022), the need before carrying out project activities to strengthen the profile of Pancasila students is starting from forming a facilitator, then identifying the level of school readiness, designing the theme and implementation time, compiling project modules, and designing project reporting strategies. Preparing facilities and infrastructure is also included in identifying school readiness as well as preparing tools and materials for sustainable P5 program projects to be implemented in schools²⁰. In connection with the theory above, emphasized by Sukma Ulandari (2023), the formation of a facilitator team is carried out by the school principal and deputy principal, where the role of the school principal is to form a team of facilitators for the project to strengthen the profile of Pancasila students as well as supervise the progress of the project to strengthen the profile of Pancasila students.²¹

Based on several theories, the need for implementing the project to strengthen the profile of Pancasila students at Nasima Middle School, Semarang, is forming a team, designing themes, budgets, facilities and infrastructure for continuing the activity schedule, as well as good communication between the parties involved such as resource persons or places visited.

There are alternative options as recommendations from researchers regarding the need for a project to strengthen the profile of Pancasila students, namely:

1. When formulating a project theme or topic, it is necessary to look at the future needs of students.
2. It is necessary to carry out action research to find out planned needs and curriculum programs.

²⁰ (Yulastuti et al., 2022)

²¹ Sukma Ulandari dan Desinta Dwi, "Implementasi Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Memperkuat Karakter Peserta Didik" 8, no. 2 (2023): 12-28.

3.1.4. Target

According to Hastiani (2023), there is socialization and collaboration with people and students so that the message can be conveyed clearly. The goal of socialization and involvement of parents of students is to build commitment and encourage collaboration between schools, educators and parents of students.²² Strengthened in the Guidebook for the Project for Strengthening the Profile of Pancasila Students (2022), the project for strengthening the profile of Pancasila students will be carried out optimally if students, educators and the school environment as the main components of learning can mutually optimize their roles. Students act as learning subjects who are expected to be actively involved in the entire series of activities, educators act as learning facilitators who are expected to help students optimize their learning process, while the school environment plays a role as a supporter of the implementation of activities which are expected to provide facilities and a conducive learning environment.²³

Based on these theories, the targets for project activities to strengthen the profile of Pancasila students at Nasima Middle School in Semarang are the principal, deputy principal, grade 7 educators, and grade 7 students. Not only that, parental involvement is also important to encourage the success of program activities. project to strengthen the profile of Pancasila students.

There are alternative options as recommendations from researchers regarding the project targets for strengthening the profile of Pancasila students, namely:

1. The facilitator team must have the ability to plan the curriculum and really understand the concept of an independent curriculum, especially the project of strengthening the profile of Pancasila students.

²² (Hastiani et al., 2023)

²³ Satria et al., "Projek Penguatan Profil Pelajar Pancasila."

2. Stimulate students' readiness by introducing new understanding that has never been obtained before.

In evaluating the policy program for the project to strengthen the profile of Pancasila students at Nasima Middle School, the research results of the existing context evaluation indicators can be seen in the following table:

Table 2. Context evaluation results

| Evaluation | Indicator | Results |
|------------|--------------------------|--|
| Context | Objective | Developing interesting learning whose results are students having good character according to the five Pancasila student profiles. |
| | Preparation and planning | Planning (theme, human resources, and strategy), implementation, and reporting and evaluation. |
| | Need | Theme, solid team, budget, facilities and infrastructure, activity schedule, and communication. |
| | Target | The principal as coordinator, deputy principal for curriculum and teaching, seventh grade teachers, and seventh grade students. |

3. 2. Evaluation of the Project Input for Strengthening the Profile of Pancasila Students at Nasima Middle School, Semarang

3.2.1. Educators and Education Personnel

According to Wiratmaja (2021), one of the project programs to strengthen the profile of Pancasila students is a systematic aspect that is integrated into the school program by involving all stakeholders, stakeholders, school principals and parents of students.²⁴ This theory was confirmed by Shalahudin Ismail (2021), who stated that the successful implementation of strengthening character education in a school is greatly influenced by the awareness, understanding, concern and commitment built by all school members.²⁵ In connection with the theory above, Fifi

²⁴ (Wiratmaja et al., 2021)

²⁵ (Shalahudin Ismail, Suhana Suhana, 2022)

Khoirillah (2022), states that the role of the project coordinator is to coordinate the entire team of educators who prepare the module, right up to the peak activity. Meanwhile, the role of the teaching team is to spearhead the activities carried out per class starting from the theme being implemented, reporting the implementation stages and communicating the obstacles that exist during implementation.²⁶

Based on several of these theories, educators and education staff in the project activities to strengthen the profile of Pancasila students at Nasima Middle School, Semarang, play a role in carrying out their respective duties and portions loyally in accordance with what is stated in the committee letter consisting of the chief executive, treasurer, secretary, activities section, equipment section, documentation and publication section, and consumption section.

There are alternative options as recommendations from researchers regarding educators and education personnel in the project to strengthen the profile of Pancasila students, namely:

1. Participate in training, national seminars or workshops related to the independent curriculum to improve educator competency.
2. Instill an attitude of solidarity so that you are enthusiastic when working together with the team.

3.2.2. Budget

According to Dwiputri (2022), education costs are the main factor that supports the education process in terms of budget or adequate education funding to achieve the expected goals²⁷. This theory is strengthened by Ismail and Sumaila (2020), that the success of an educational institution in its implementation cannot be separated from good budgeting, allocation that is right on target

²⁶ Anik Lestarinigrum Fifi Khoirillah, Tedjo Cahyono, Dewi Maslakah, Riesma Saraswati, "Penguatan Pendidikan Karakter melalui Projek Profil Pelajar Pancasila di SDN Banjaran 3 Kota Kediri," 2022, 1026–34.

²⁷ (Dwiputri et al., 2022)

and effective so that all components in the educational institution run optimally²⁸. From several theories above, Azhari and Kurniadi state that education has a significant influence on the quality of educational institutions. Therefore, it is necessary to manage education financing which is required to be systematic and professional through three stages, namely planning, implementation and supervision²⁹.

Based on several of these theories, the budget to support the success of the project activities program to strengthen the profile of Pancasila students at Nasima Semarang Middle School is School Operational Costs (BOS) Performance, and Education Development Funds (DPP).

There are alternative options as recommendations from researchers regarding the project budget for strengthening the profile of Pancasila students, namely:

1. Prioritize School Operational Costs (BOS) to improve the quality of learning so that it is effective and interesting to increase student achievement.
2. Prioritize Education Development Funds (DPP) to develop information technology in schools.

3.2.3. Learners

According to Irham, Imam, and Heny (2023), the independent curriculum which is centered on forming the character of students in accordance with the values of Pancasila students, developing a profile of Pancasila students which includes the character and competencies needed to be good citizens of society needs to be familiarized from the start. early in all education.³⁰This theory is strengthened by Ika Amalia (2019), that the Pancasila character is like an independent attitude which will later coexist with a sense of responsibility. This can be seen when he does something. Because he already knows the consequences he will receive from

²⁸ (Ismail & Sumaila, 2020)

²⁹ (Azhari & Kurniady, 2017)

³⁰ (Fajriansyah et al., 2023)

that action, he will be ready to accept those consequences.³¹ Like the theory mentioned above, this Pancasila student profile project activity provides students with the opportunity to explore new knowledge which is expected to be an optimal means of encouraging students to become students with character and behavior in accordance with the values of Pancasila students.³²

Based on several theories, students are one of the inputs in the project program to strengthen the Pancasila student profile at Nasima Semarang Middle School who are expected to be able to become students with character in accordance with the values of the Pancasila student profile. By starting from socialization with parents to the technical implementation of the project to strengthen the profile of Pancasila students.

There are alternative options as recommendations from researchers regarding students in the project to strengthen the profile of Pancasila students, namely:

1. Ensure that the school is a good environment for developing students' character values.
2. Hold a meeting with parents of students to provide a complete explanation regarding the project to strengthen the profile of Pancasila students.

3.2.4. Strategy and Methods

According to Endang Sri Maruti (2023), the project to strengthen the Pancasila student profile is one of the means of achieving the Pancasila student profile in which students are given the opportunity to deepen knowledge as a process of strengthening character as well as an opportunity to learn from the environment around them.³³ This theory is strengthened by Satria (2022), the importance of learning things outside the classroom so that students not only have knowledge but also experience it.

³¹ (Amalia, 2019)

³² Hamzah et al., "Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik."

³³ (Maruti et al., 2023)

³⁴From several theories mentioned, Ditsmp (2022) said that cultivating the Pancasila student profile in students is designed in the form of a project to provide direct experience to students as well as the opportunity to learn from what is around them.³⁵

Based on this theory, it can be seen that the methods and strategies used to help the process of cultivating character in students are taken from themes raised according to issues in the students' environment which makes it easier for them to understand activities with exploration methods that can be studied directly.

There are alternative options as recommendations from researchers regarding project strategies and methods for strengthening the profile of Pancasila students, namely:

1. The role playing method is very suitable for use in projects, so that students can explore the role.
2. Use the direct exploration method but don't have to visit a paid place.

3.2.5. Material

According to Rachmawati (2022), the design of the material is made by educators in the form of modules so that it is easier and more systematic to use and adapted to the stage of development of students, taking into account the themes and project topics that have been selected as well as long-term developments, of course still paying attention to dimensions, elements, and sub elements in the Pancasila student profile.³⁶Some of the theories above are in line with the rules in the P5 guidelines by the Ministry of Education and Culture, namely that there are two assessments, namely formative which is carried out at the beginning before the project to measure students' initial competency, and summative assessment which is at the end of the project.³⁷

³⁴ (Satria et al., 2022)

³⁵ Ditsmp, "Pentingnya Proyek Penguatan Profil Pelajar Pancasila di Satuan Pendidikan" (Jakarta, 2022).

³⁶ (Rachmawati et al., 2022)

³⁷ Aditomo, *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*.

Based on this theory, it can be seen that the material in the project to strengthen the Pancasila student profile takes the form of a module that considers themes, project topics, long-term orientation, dimensions, and elements and sub-elements of the Pancasila student profile.

There are alternative options as recommendations from researchers regarding the project material for strengthening the profile of Pancasila students, namely:

1. The project module was created jointly by the facilitator and assisted by the school principal and deputy principal for the curriculum department to make it easier to work on.
2. The material presented needs to be packaged in a fun way so that students don't get bored.

In evaluating the policy program for the project to strengthen the profile of Pancasila students at Nasima Middle School, the research results of the existing input evaluation indicators can be seen in the following table:

Table 3. Input evaluation results

| Evaluation | Indicator | Results |
|------------|-----------------------------------|--|
| Inputs | Educators and Education Personnel | The committee consists of a chairman, treasurer, secretary, activities section, equipment section, documentation and publication section, consumption section, and a competent facilitator. |
| | Budget | The P5 budget is taken from the DPP (Education Development Fund) and BOS (School Operational Assistance) Performance. |
| | Learners | Socialization to parents of students, providing understanding to students, then outreach regarding project implementation techniques. |
| | Strategy and methods | The themes raised are based on existing issues in the students' environment which makes it easier for them to understand the activities using the exploration method because they can practice directly. |
| | Material | The material is adjusted to the theme, and pre-tests and post-tests are carried out to measure students' knowledge. |

3.3. Results of the Evaluation Process for the Strengthening Pancasila Student Profile Project at Nasima Middle School, Semarang

3.3.1. Implementation Schedule

According to Seni Asiati (2022), the application or implementation of activities is one of the benchmarks for the success of a planned program, which refers to the action of achieving the goals that have been set. ³⁸This theory is strengthened by Nurdin Usman, that implementation is the existence of activities or mechanisms of a planned system to achieve activity goals. ³⁹Some of the theories above are confirmed by Mulyasa (2013), that implementation is carried out after the planning has been considered fixed, and after that efforts can be made and understanding of the program being implemented. ⁴⁰

Based on this theory, it can be seen that the schedule for implementing the project to strengthen the profile of Pancasila students at Nasima Middle School has been running according to the rundown, even though there has been a shift in the schedule because the resource person was unable to attend.

There are alternative options as recommendations from researchers regarding the schedule for implementing the project to strengthen the profile of Pancasila students, namely:

1. Make an appointment with the source well in advance so that it doesn't interfere with the agenda of other sources.
2. Make a rundown with 2 plans, so that if there is a slight discrepancy they can be executed immediately.

3.3.2. Implementation Procedures

According to Mery (2022), implementing the project to strengthen the profile of Pancasila students requires meetings to form a facilitator team and select topics as well as allocate time for implementation as well as controlling and assisting activities.

³⁸ (Asiati, 2022)

³⁹ (Nurdin, 2012)

⁴⁰ Mulyasa, *Pengembangan dan implementasi kurikulum* (Bandung: PT Remaja Rosda Karya, 2013).

⁴¹From several theories above, Pahriati (2020) said that process evaluation is to identify processes for developing programs in the future. And the purpose of this evaluation is to carry out decisions based on several considerations for further improvement and implementation.⁴²

Based on this theory, it can be seen that the procedure for implementing the project program to strengthen the profile of Pancasila students at Nasima Middle School begins with forming a team consisting of a committee and facilitator, determining the title and theme, designing a schedule, communicating with resource persons, implementing activities, and evaluating for improvement.

There are alternative options as recommendations from researchers regarding the procedures for implementing the project to strengthen the profile of Pancasila students, namely:

1. After designing the schedule, immediately contact the relevant parties so that you don't suddenly have to look for sources or other third parties.
2. Implementation must always be structured and sequenced from introduction, material, questions and answers, and tests or assessments.

3.3.3. Obstacles in Implementation

According to Munawar (2022), the Education Department plays a role in assisting driving schools in implementing their projects well, such as providing input, socializing new policies, and supervising project implementation.⁴³As stated by Asiati (2022), several obstacles faced by driving schools include the education department, schools, teachers and students as well.⁴⁴In line with several of these theories, Halidjah and Hartoyo (2022) say that

⁴¹ (Mery et al., 2022)

⁴² Pahriati, "Evaluasi program literasi perspektif model cipp (context, input, process, dan product) pada Man Kapuas," *Jurnal Pascasarjana Institut Agama Islam Negeri (IAIN) Palangkaraya*, 2020.

⁴³ (Munawar, 2022)

⁴⁴ (Asiati, 2022)

school principals, educators, students, Provincial/City Education Services, Supervisors, educational unit committees, and parents of students are also needed to play an active role and collaborate to support the successful implementation of the project to strengthen the profile of Pancasila students.⁴⁵

Based on several theories mentioned above, it can be seen that the obstacles that occurred during the implementation of the project program to strengthen the profile of Pancasila students at Nasima Middle School were related to collaboration with third parties and the lack of student participation because they were unable to participate in full activities due to illness or other reasons. so on. These obstacles can be minimized with communication and discussion.

There are alternative options as recommendations from researchers regarding the obstacles to the project of strengthening the profile of Pancasila students, namely:

1. Inform parents and students about the agenda for the project to strengthen the profile of Pancasila students in advance so that they can prepare and maintain the health of students.
2. Follow up with third parties and make appointments to fill in materials or other things so you don't forget the schedule.

In evaluating the policy program for the project to strengthen the profile of Pancasila students at Nasima Middle School, the research results of the existing process evaluation indicators can be seen in the following table:

Table 4. Process evaluation results

| Evaluation | Indicator | Results |
|------------|---------------------------|--|
| Process | Implementation Schedule | The activities carried out were running according to the rundown, however there was a change in the schedule because the resource person was unable to attend. |
| | Implementation procedures | Assembling the team, determining the title and theme, designing the schedule, communicating |

⁴⁵ Mery et al., "Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila."

with resource persons, implementing activities, and evaluating. Shifting agendas related to resource persons and collaboration with third parties, student participation is reduced due to illness. Obstacles can be minimized with communication and discussion.

Obstacles in implementation

3.4. Product Evaluation Results for the Strengthening Pancasila Student Profile Project at Nasima Middle School, Semarang

3.4.1. Student Achievement Results and Achievements

According to Downing (2009), project-based learning does not only focus on getting solutions to several social problems related to economics and entrepreneurship, but project-based learning also improves student learning outcomes.⁴⁶ This theory is in line with Nuryati (2020) who says that project-based learning can increase students' creativity and skills and attitudes both in terms of communication and responsibility.⁴⁷ And emphasized by Mia Roosmalisa (2022), that project-based learning can increase students' learning motivation.⁴⁸

Based on several theories mentioned above, it can be seen that the results and achievements of students during the implementation of the project program to strengthen the Pancasila student profile at Nasima Middle School, students experienced an increase in grades and student participation was in accordance with what was planned.

There are alternative options as recommendations from researchers regarding the results and achievements of students in the project to strengthen the profile of Pancasila students, namely:

1. Hold a pre-test and post-test with material according to the topic that will be raised to find out the extent of students' understanding.

⁴⁶ (Downing et al., 2009)

⁴⁷ (Nuryati et al., 2020)

⁴⁸ Mia Roosmalisa Dewi, "Kelebihan dan Kekurangan Project-based Learning untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka," *Inovasi Kurikulum*, 2022, 250–61.

2. Give prizes as a form of appreciation to students who have the highest scores either in terms of character or assessment.

3.4.2. Program Impact

According to Putri Rahmadhani (2022), the change in curriculum from the previous curriculum to the new curriculum aims to prepare students who can answer various challenges in the future in mastering knowledge, attitudes and skills so they can adapt to an ever-changing environment.⁴⁹This theory is in line with what Faiz and Kurniawaty (2022) said, that there is a need for character education to maintain a balance between technological progress in the era of globalization.⁵⁰The several theories above are in line with Tri Pangestu (2020) which states that educators must have the will and ability to lead to contextual active learning so that the activity schedule seems interesting.⁵¹

Based on several theories mentioned above, it can be seen that the impact of the project program to strengthen the profile of Pancasila students at Nasima Middle School is not only felt by the principal, but also the educators who are facilitators, for example achieving changes in students' character, managing ongoing activities and provide new experiences for students.

There are alternative options as recommendations from researchers regarding the impact of the project to strengthen the profile of Pancasila students, namely:

1. Together with the students' parents, observe changes in the students' character.
2. Management of activities is more structured and all academic members are aware of these activities.

3.4.3. Program Continuation

According to Ayu Puspitasari (2023), the CIPP (Context, Input, Process, Product) model evaluation aims to reflect on each program

⁴⁹ (Rahmadhani et al., 2022)

⁵⁰ (Faiz & Kurniawaty, 2022)

⁵¹ Tri Pangestuti, "Implementasi Projek Penguatan Profil Pelajar Pancasila untuk Meningkatkan Kompetensi Guru Melalui In House Training di SDN Sisir 06 Batu," *Suparyanto dan Rosad* (2015 5, no. 3 (2020): 248–53.

that has been implemented whether it is in accordance with planning or not as expected and can minimize future errors and improve its components so that they run well. .⁵²Mahmudi (2011) also said that evaluation is also to measure the success of a program, whether it needs to be developed, repeated or even if it does not work effectively it will be stopped.⁵³

Based on several theories above, it can be seen that the continuation of the project program to strengthen the profile of Pancasila students at Nasima Middle School is in accordance with the research results, namely that the program needs to be continued with program improvements both in terms of budget, activity management and long-term oriented products.

There are alternative options as recommendations from researchers regarding the continuation of the policy program for the project to strengthen the profile of Pancasila students, namely:

1. This was followed by improvements in several areas.
2. Produce products that can be useful in the long term.

In evaluating the policy program for the project to strengthen the profile of Pancasila students at Nasima Middle School, the research results of existing product evaluation indicators can be seen in the following table:

Table 5. Product evaluation results

| Evaluation | Indicator | Results |
|------------|----------------------------------|---|
| | Results and student achievements | Student grades have increased as stated in the report cards and student participation is in accordance with what was planned. |
| Products | Program impact | The achievement of changes in character, management of activities is already underway and provides new experiences for students. |
| | Program Continuation | There needs to be program improvements both in terms of budget, management of interesting activities, and products that are long-term oriented. |

⁵² (Puspitasari et al., 2023)

⁵³ Ihwan Mahmudi, "CIPP: Suatu Model Evaluasi Pendidikan," *Jurnal At-Ta'dib* 6, no. 1 (2011): 111–25.

CONCLUSION

Based on the results of data analysis and research results regarding "Evaluation of the Policy Program for Strengthening the Profile of Pancasila Students from the CIPP Model Perspective at Nasima Middle School Semarang", conclusions can be drawn including:

1. The results of the evaluation of the context of the program for strengthening the profile of Pancasila students are already underway, starting from understanding the goals, preparations, needs and targets that have been neatly arranged.
2. The results of the evaluation of input for the project program to strengthen the profile of Pancasila students have been ongoing, starting from educators and education staff, students, the budget used, and strategies and materials that support the success of the project activity process.
3. The results of the process evaluation regarding obstacles in implementing the project program to strengthen the profile of Pancasila students are already underway, starting from the schedule and procedures for implementing activities, but improvements are needed to overcome existing obstacles both with resource persons or third parties and students.
4. The results of the product evaluation regarding the continuation of the project program to strengthen the profile of Pancasila students are already underway, with an increase in the graph of student achievement results, the impact of the program providing new experiences to students. It is recommended that this program be continued with several improvements in terms of budget, activity management and long-term oriented products.

DAFTAR PUSTAKA

- Aditomo, Anindito. *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*, 2022.
- Amalia, Ika. "Menanamkan Sikap Mandiri Dan Rasa Tanggung Jawab Melalui Kegiatan Full Day School Di Taman Kanak-Kanak." *Jurnal Jendela Bunda Program Studi PG-PAUD Universitas Muhammadiyah Cirebon* 6, no. 1 (2019): 9–13. <https://doi.org/10.32534/jjb.v6i1.545>.
- Asiati, Seni. "Implementasi Proyek Penguatan Profil Pelajar Pancasila di Sekolah Penggerak" 19, no. 2 (2022): 61–72.
- Azhari, Ulpha Lisni, dan Dedy Achmad Kurniady. "Manajemen Pembiayaan Pendidikan, Fasilitas Pembelajaran, Dan Mutu Sekolah." *Jurnal Administrasi Pendidikan* 13, no. 2 (2017). <https://doi.org/10.17509/jap.v23i2.5631>.
- Cahyaningrum, Dayati Erni, dan Diana Diana. "Proyek Penguatan Profil Pelajar Pancasila sebagai Implementasi Kurikulum Merdeka di Lembaga PAUD." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 3 (2023): 2895–2906. <https://doi.org/10.31004/obsesi.v7i3.4453>.
- Dewi, Mia Roosmalisa. "Kelebihan dan Kekurangan Project-based Learning untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka." *Inovasi Kurikulum*, 2022, 250–61.
- Dimas Aditia, Soni Ariatama, Emi Mardiana, Sumargono. "Pancala APP (Pancasila's Character Profile): Sebagai Inovasi Mendukung Merdeka Belajar Selama Masa Pandemi" 13, no. 02 (2021): 91–108.
- Ditsmp. "Pentingnya Proyek Penguatan Profil Pelajar Pancasila di Satuan Pendidikan." Jakarta, 2022.
- Downing, Kevin, Theresa Kwong, Sui-Wah Chan, Tsz-Fung Lam, dan Woo-Kyung Downing. "Problem-based learning and the development of metacognition." *Higher Education* 57, no. 5 (2009): 609–21. <https://doi.org/10.1007/s10734-008-9165-x>.
- Dwiputri, Fira Ayu, Fitria Nur Auliah Kurniawati, dan Natasya

Febriyanti. "Pengelolaan Sarana dan Prasarana di Sekolah Dasar dalam Meningkatkan Kualitas Pembelajaran Daring di Masa Pandemi." *Aulad: Journal on Early Childhood* 4, no. 3 (2022): 198–205. <https://doi.org/10.31004/aulad.v4i3.178>.

Faiz, Aiman, dan Imas Kurniawaty. "Urgensi Pendidikan Nilai di Era Globalisasi." *Jurnal Basicedu* 6, no. 3 (2022): 3222–29. <https://doi.org/10.31004/basicedu.v6i3.2581>.

Fajriansyah, Irham, Imam Syafi' i, dan Heny Wulandari. "Pengaruh Kegiatan Proyek Penguatan Profil Pelajar Pancasila terhadap Sikap Mandiri Siswa." *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 3 (2023): 1570–75. <https://doi.org/10.54371/jiip.v6i3.1612>.

Fifi Khoirillah, Tedjo Cahyono, Dewi Maslakah, Riesma Saraswati, Anik Lestaringrum. "Penguatan Pendidikan Karakter melalui Proyek Profil Pelajar Pancasila di SDN Banjaran 3 Kota Kediri," 2022, 1026–34.

Hamzah, Mohamad Rifqi, Yuniar Mujiwati, Intan Mazidha Khamdi, M. Ibnu Usman, dan M. Zainal Abidin. "Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik." *Jurnal Jendela Pendidikan* 2, no. 04 (2022): 553–59. <https://doi.org/10.57008/jjp.v2i04.309>.

Hastiani, Hastiani, Hendra Sulistiawan, dan Mudafiatun Isriyah. "Sosialisasi Pentingnya Kolaborasi Orang Tua dalam Mendukung Penerapan Proyek Penguatan Profil Pelajar Pancasila (P5)" 3 (2023): 31–35.

"<https://psp-web.pauddikdasmen.kemdikbud.go.id/#/implementasi-bsp>," n.d.

Ismail, Feiby, dan Nindy Sumaila. "Implementasi Manajemen Pembiayaan dalam Pengelolaan Dana Bantuan Operasional Sekolah (BOS) di Madrasah Aliyah Negeri 1 Bitung, Sulawesi Utara." *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2020): 1–18. <https://doi.org/10.14421/manageria.2020.51-01>.

Israwati Amir, Nursalam, Irvan Mustafa. "Tantangan Implementasi

Nilai-Nilai Profil Pelajar Pancasila dalam Pembelajaran Bahasa Indonesia pada Kurikulum Merdeka Belajar," 2022, 204–15. <https://doi.org/10.19105/ghancaran.vi.7587>.

Kahfi, Ashabul. "Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah." *DIRASAH: Jurnal Pemikiran dan Pendidikan Dasar Islam* 5 (2) (2022): 138-151.

Mahmudi, Ihwan. "CIPP : Suatu Model Evaluasi Pendidikan." *Jurnal At-Ta'dib* 6, no. 1 (2011): 111–25.

Maruti, Endang Sri, Ibadullah Malawi, Muhammad Hanif, Sri Budyartati, Nur Huda, Wahyu Kusuma, dan Moh Khoironi. "Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar." *Jurnal Ummat Abdimas Mandalika* 2, no. 2 (2023): 85–90.

Mery, Mery, Martono Martono, Siti Halidjah, dan Agung Hartoyo. "Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila." *Jurnal Basicedu* 6, no. 5 (2022): 7840–49. <https://doi.org/10.31004/basicedu.v6i5.3617>.

Mulyasa. *Pengembangan dan implementasi kurikulum*. Bandung: PT Remaja Rosda Karya, 2013.

Munawar, Muniroh. "Penguatan Komite Pembelajaran dalam Implementasi Kurikulum Merdeka pada Pendidikan Anak Usia Dini." *Tinta Emas: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 1 (2022): 65–72. <https://doi.org/10.35878/tintaemas.v1i1.390>.

Nisa, Zakiyatul. "IMPLEMENTASI KETERAMPILAN PEMBELAJARAN ABAD 21 BERORIENTASI KURIKULUM MERDEKA PADA PEMBELAJARAN PROJEK PENGUATAN PROFIL PELAJAR PANCASILA DI SMP AI-FALAH DELTASARI SIDOARJO," 2022, 126.

Nugrahani, Farida. *Metode Peneliti Kualitatif dalam Penelitian Pendidikan Bahasa*. Vol. 1, 2014.

Nuridin, Usman. *Konteks Implementasi Berbasis Kurikulum*. Grasindo, 2012.

Nuryati, Dwi Wahyu, Siti Masitoh, dan Fajar Arianto. "Pengaruh Project Based Learning Terhadap Kreativitas Peserta Didik di Masa Pandemi." *Educate : Jurnal Teknologi Pendidikan* 5, no. 2 (2020): 98–106. <https://doi.org/10.32832/educate.v5i2.3375>.

Pahriati. "Evaluasi program literasi perspektif model cipp (context, input, process, dan product) pada Man Kapuas." *Jurnal Pascasarjana Institut Agama Islam Negeri (IAIN) Palangkaraya*, 2020.

Pangestuti, Tri. "Implementasi Proyek Penguatan Profil Pelajar Pancasila untuk Meningkatkan Kompetensi Guru Melalui In House Training di SDN Sisir 06 Batu." *Suparyanto dan Rosad (2015* 5, no. 3 (2020): 248–53.

Puspitasari, Ayu, Akhmad Muadin, dan Agus Salim Salabi. "Evaluasi Implementasi Kurikulummerdeka Menggunakanmodel Cipp Di Sd Bontang." *An-Nizom* 8, no. 1 (2023): 49–58.

Rachmawati, Nugraheni, Arita Marini, Maratun Nafiah, dan Iis Nurasih. "Proyek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar." *Jurnal Basicedu* 6, no. 3 (2022): 3613–25. <https://doi.org/10.31004/basicedu.v6i3.2714>.

Rahmadhani, Putri, Dina Widya, dan Merika Setiawati. "Dampak Transisi Kurikulum 2013 Ke Kurikulum Merdeka Belajar Terhadap Minat Belajar Siswa." *JUPEIS : Jurnal Pendidikan dan Ilmu Sosial* 1, no. 4 (2022): 41–49. <https://doi.org/10.57218/jupeis.vol1.iss4.321>.

Satria, Rizky, Pia Adiprima, Kandi Sekar Wulan, dan Tracey Yani Harjatanaya. "Proyek Penguatan Profil Pelajar Pancasila." *PANDUAN PENGEMBANGAN Proyek Penguatan Profil Pelajar Pancasila*, 2022, 137.

Shalahudin Ismail, Suhana Suhana, Qiqi Yuliaty Zakiah. "Analisis Kebijakan Program Penguatan Pendidikan Karakter." *Tsaqofah* 2, no. 4 (2022): 466–74. <https://doi.org/10.58578/tsaqofah.v2i4.469>.

Sugiyono, Prof. Dr. *Cara Mudah Menyusun Skripsi Tesis dan*

Disertasi. Diedit oleh MT. Apri Nuryanto, S.Pd, ST. Bandung: alfabeta, 2020.

Sulastri, Sulastri, Syahril Syahril, Nelfia Adi, dan Ermita Ermita. "Penguatan pendidikan karakter melalui profil pelajar pancasila bagi guru di sekolah dasar." *JRTI (Jurnal Riset Tindakan Indonesia)* 7, no. 3 (2022): 413–20. <https://doi.org/10.29210/30032075000>.

Susilawati, Eni, dan Saleh Sarifuddin. "Internalization of Pancasila Values in Learning through Implementation of Pancasila Student Profile with ' Merdeka Mengajar ' Platform." *Jurnal TEKNODIK* 25, no. 2 (2021): 155–68.

Ulandari, Sukma, dan Desinta Dwi. "Implementasi Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Memperkuat Karakter Peserta Didik" 8, no. 2 (2023): 12–28.

Wiku Aji Sugiri, Sigit Priatmiko. "Perspektif Asesmen Autentik sebagai Alat Evaluasi dalam Merdeka Belajar." *Jurnal At-Thulab* 4, no. 1 (2020): 54.

Wiratmaja, I Nyoman, I Wayan Gede Suacana, dan I Wayan Sudana. "Penggalian Nilai-Nilai Pancasila Berbasis Kearifan Lokal Bali Dalam Rangka Penguatan Wawasan Kebangsaan." *POLITICOS: Jurnal Politik dan Pemerintahan* 1, no. 1 (2021): 43–52. <https://doi.org/10.22225/politicos.1.1.3009.43-52>.

Yohanes Kefi, Yuniarto Mujisustyo, Isli Iriani Inda Pane, Wanapri Pangaribuan. "Kemampuan Manajerial Sekolah dalam Implementasi Pembelajaran Berbasis Proyek untuk Penguatan Profil Pelajar Pancasila." *Jurnal Pendidikan dan Konseling (JPDK)* 4 (2022): 2556–60.

Yuliasuti, Sri, Isa Ansori, dan Moh Fathurrahman. "Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5) Tema Kewirausahaan Kelas 4 SD Labschool UNNES Kota Semarang." *jurnal Lembaran Ilmu Kependidikan* 42, no. 2 (2022): 107–15.